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Michelle

Learning A New Way

Recorder

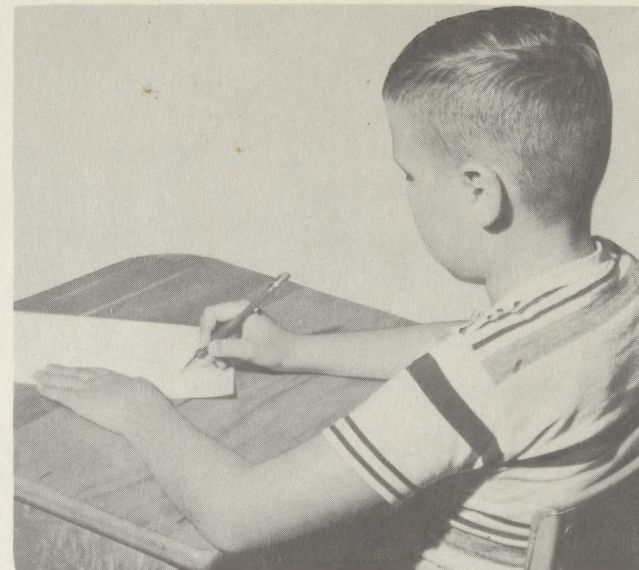
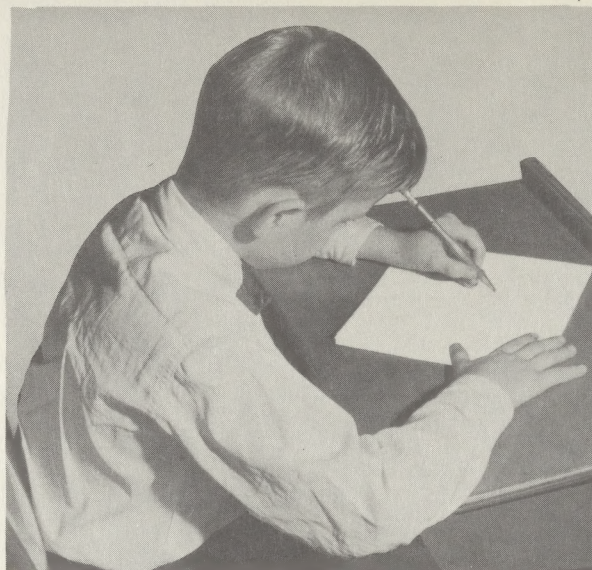
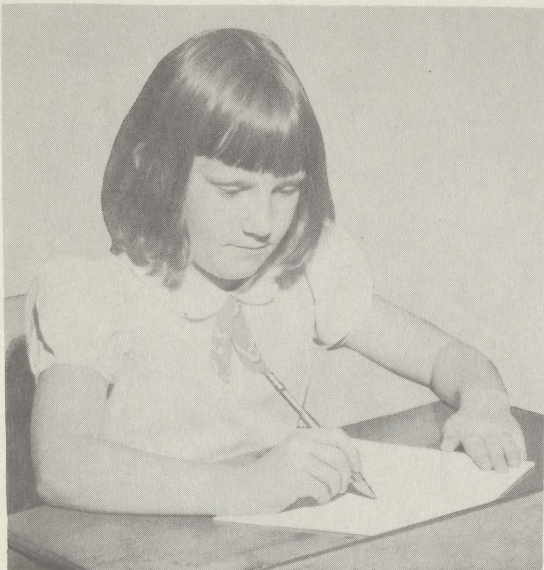
TRANSITION EDITION

GUIDING GROWTH IN HANDWRITING

BY FRANK N. FREEMAN, Ph. D.

PUBLISHED BY THE ZANER-BLOSER COMPANY, COLUMBUS, OHIO

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CONTENT AREA

This part of each page shows what you are going to write about.

Some of these lessons are language lessons; others are taken from your social studies, science, or other subjects.

The many things you like to learn about, you will find on these pages for your writing practice each week.

THREE-POINT PROGRAM RECORDING AREA

In this section of the page you will write your best sample each week. You will have practiced the lesson several times before writing here.

Always ask your teacher if you are ready to write in this section. Only your very best writing should be placed in this book.

DEVELOPMENT AREA

It is here you and your teacher will learn how to plan your lessons, and what and how to practice.

If you study these letter forms and follow the instructions, you will soon be able to train yourself. Discuss this section with your teacher every day.

Be a good listener and it will help you to be a good writer.

HOW TO USE THIS BOOK

This year you will learn to do cursive writing. Many of the cursive letters are very much like the manuscript forms. This book will help you to make them well.

You should give about a week of practice to each page. Each letter should be practiced alone; then in combination with another letter; then in words. In addition to the words and sentences used in this book, you may use words and sentences from your spelling lessons, or other subjects that you are studying, to give you more practice.

Try to keep your writing about the size of that shown in the Content Area. It will help you to become a better writer.

You and your class should follow these steps as you work through a page in the book:

1. Read and discuss the material in the Content Area.
2. Read what the *Point of Emphasis* is for the week.
3. Follow the helps in the Development Area.
4. Think of other words and sentences that will give you more practice in making the letters easily and well.
5. Write the material as it is written in the Content Area. Look over your work to see how well you have done it. Are you improving each week?

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COLUMBUS, OHIO

I like to be good.

It makes me happy.

After Practice: Do your best writing as you write the above sentences. The sample was written by a child in your grade level. This space is reserved for a sample of your writing. At the beginning of the year write these sentences.

I like to be good.

It makes me happy.

RECORDING AREA

Point of Emphasis: Preparing for cursive writing.

Are Your Children Ready to Add Cursive Writing?

This is the time to Find Out.

DEVELOPMENT AREA

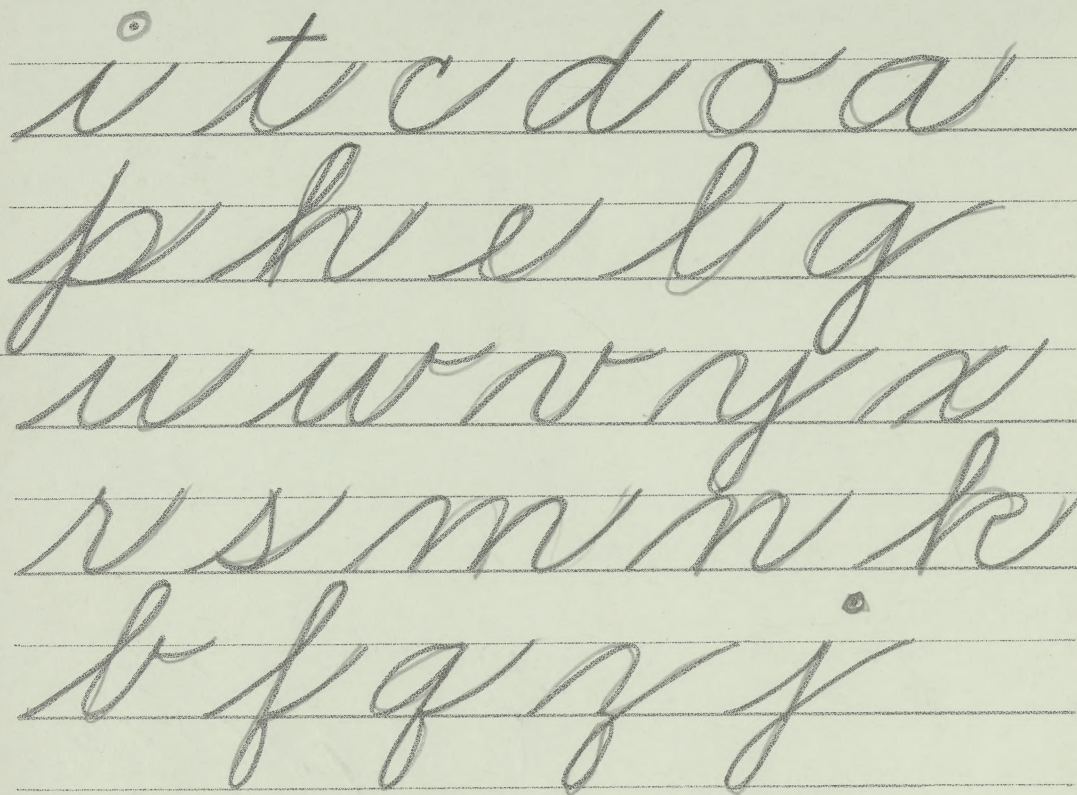
Teacher Directives:

Let each child prepare his best sample of the sentences shown above. Divide the papers into two groups—those as good or better than the example shown, and those not reaching it. If more than half of your class is as good or better than the example, you have an average class which is ready to develop the skill of cursive writing. The example shows a superior rating only. Many children can exceed it.

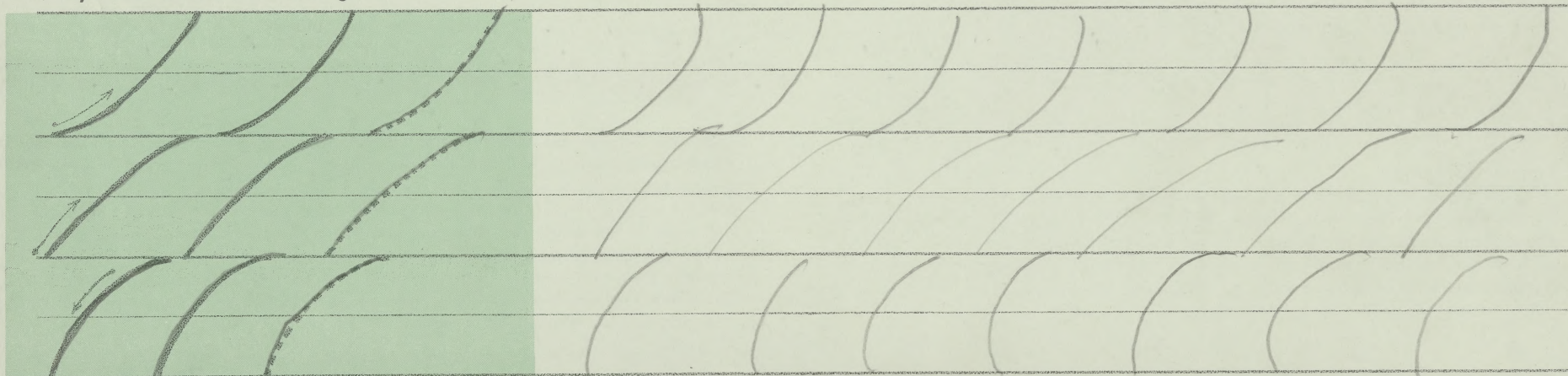
The better the manuscript writing when the cursive is added, the easier it is to acquire the new skill. Children need special teacher guidance in order to avoid carelessness.

Children sometimes increase speed to the point of losing sight of the circle formations and vertical lines. They may also fail to close letters and fill spaces. They may lose spacing regulations between letters and between words. In order to be sure that children keep the manuscript writing vertical, watch that they do not change their body positions or the position of their papers except to shift it.

THE FIVE STEPS IN RECOGNITION



After reading each of the above letters, fill the spaces with these beginning strokes.
Slant your book for cursive writing.



Step I Questions to Stimulate Interest When Preparing to Add Cursive Writing.

1. Have you ever seen the grown-up style of writing which we call cursive writing? Where?
2. Have you ever tried to read it?
3. Did you ever try to write it?
4. Would you like to learn to write this way?

Step II. Recognition of Small Letters Listed as to Points of Difficulty.

Every child should be able to name these letters before attempting to write them. The teacher should keep a record of this attainment.

DEVELOPMENT AREA

Point of Emphasis: To find what cursive letters are recognized by the children without previous training.

- 1.—Group the children in a circle in front of the room on chairs or floor mats.
- 2.—Place the first row of letters on the board.
- 3.—Children study them; then quickly stand when recognition is complete.
- 4.—Teacher observes the response.
- 5.—Children not standing are asked which letters they do not recognize.
- 6.—Teacher checks these letters for study.

Each row of letters is treated in the same manner. Children of third grade will respond more rapidly than second grade children. They are more mature and the mental images are much sharper.

As children learn to recognize all the letters, their names may be placed on the chalkboard or on a poster under the title **I Know My Letters.**

The response the teacher gets from this exercise enables her to judge the capabilities of her group fairly well.

These letters are tested in groups according to points of difficulty.

RECORDING AREA

THE FIVE STEPS IN RECOGNITION (Continued)
Step. III. Recognition of the Most Used Combinations of Letters.

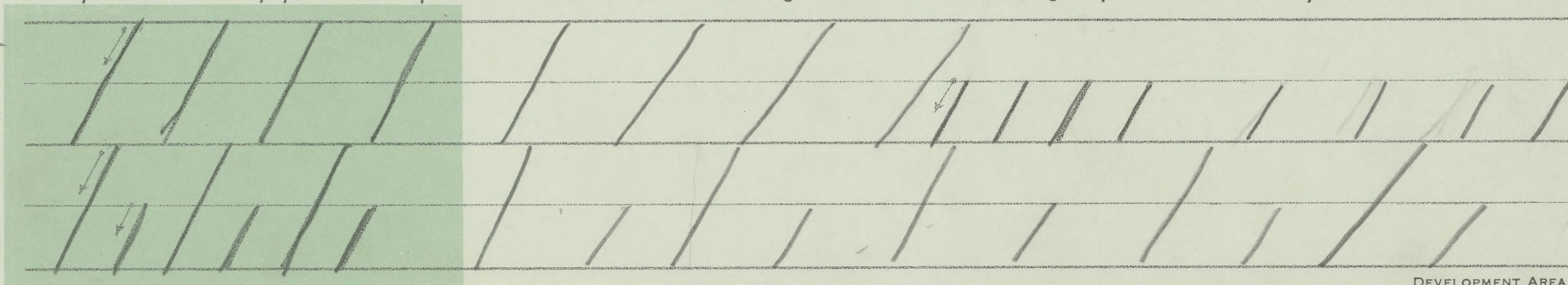
CONTENT AREA

The point of difficulty is not always in the letter itself, but may be in the connecting line.

on os go oo ou
ju su up pl gh
th wh ve ze qu
an un do ev md
it un vo jo je

After practice on other paper: Fill the spaces with these slant strokes both large and small about one finger apart. Be sure to slant your book.

RECORDING AREA



DEVELOPMENT AREA

Teacher Directives:

Present this recognition lesson much as you presented the first lesson. It is for recognition only. From the list above the children may select the combinations which spell words—two-letter words.

THE FIVE STEPS IN RECOGNITION (Continued)

Step IV. Recognition of Familiar Words.

CONTENT AREA

Two-letter words

to me is on no in

Three-letter words

the are see one our
her you get now

RECORDING AREA

After Practice: Test your ability to recognize these words by writing some of the hardest words in manuscript writing. Turn your paper and draw with your pencil slant lines through the three letter words like the ones drawn through the two-letter words.

to me is on no in
the are see one our
her you get now

Point of Emphasis: Transposing the cursive forms into manuscript when word is not recognized.

DEVELOPMENT AREA

Teacher Directives:

This is the fourth step in the recognition program. Treat it as you have done on the previous lessons. If chalkboard space permits, place a new list of familiar words on the board every day for a week. Let the children study these and report to you sometime later in the day.

Sometimes they know the cursive letters in the word but do not recognize the word. In this case let them turn the cursive forms to manuscript writing. They enjoy doing this and it develops independent thinking.

THE FIVE STEPS IN RECOGNITION (Continued)

Step V. Recognition of Easy Sentences

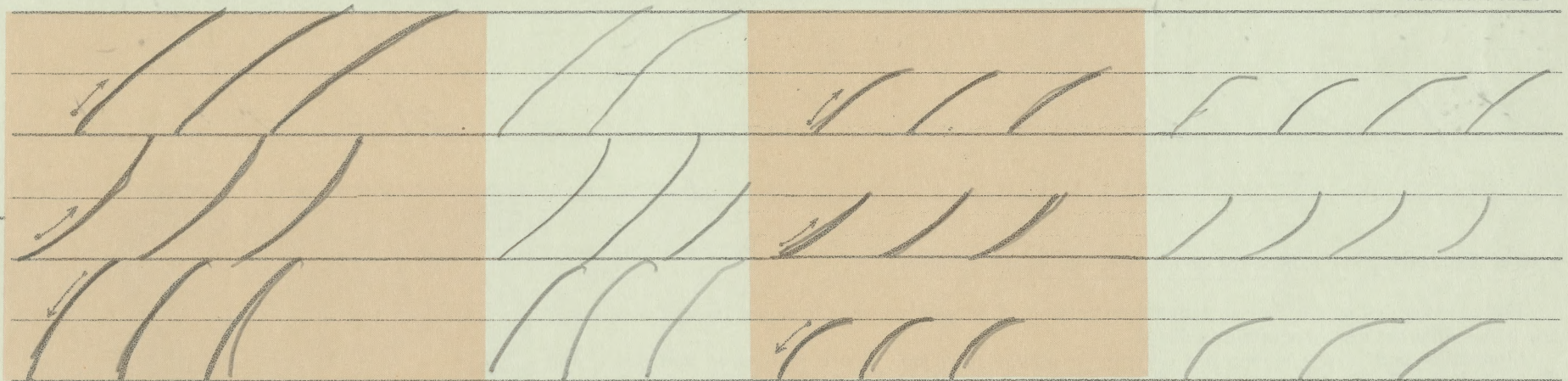
CONTENT AREA

Arrows show connecting strokes

1. My pet is a dog.
2. His name is Spot.
3. He plays with me.
4. We run and jump.

After practice on other paper: Fill these spaces with overcurves, undercurves and downcurves. Slant your book.

RECORDING AREA



Point of Emphasis: Recognition of connecting strokes in cursive writing by having the children touch the connecting lines in the sentences.

DEVELOPMENT AREA

If you can read these sentences and name the letters in the words, you are ready to begin the cursive writing.

If you are not sure about the name of a word, turn the letters back into manuscript writing and you will know what it is without asking your teacher.

Learn to help yourself as this is the way you will become a good writer.

Notice the kinds of lines which connect the letters. The little arrows in the top line show the connecting strokes. It is these connecting lines that add beauty to your writing.

Be a good listener when your teacher explains the lesson, and then you will be able to follow her directions and become a good writer.

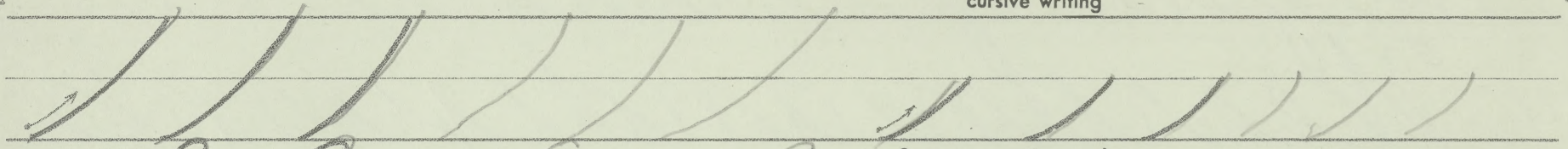
This is manuscript.

This is cursive.

After practice on other paper: Finish each line with these strokes.

RECORDING AREA

Some ending strokes
cursive writing



Some connecting strokes
cursive writing



Point of Emphasis: How manuscript and cursive writing are different.

DEVELOPMENT AREA

The word cursive means flowing together or joining. Can you tell what is meant by cursive writing? How is this different from manuscript writing?

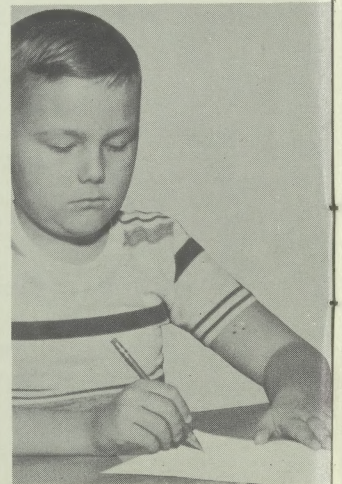
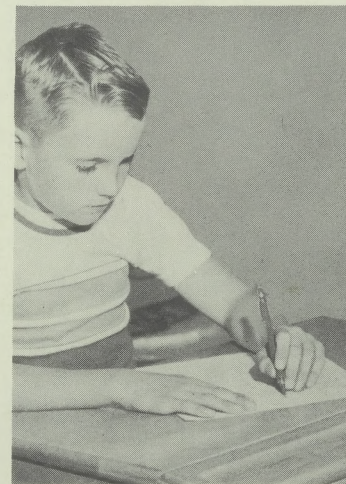
Manuscript and cursive writing are different in another way too. One is straight up and down. The other one slants. Do you know which one slants? The position of your paper helps to make the difference.

How do you place your paper on the desk for manuscript writing? How do you pull the stick letters so your manuscript writing will be straight up and down?

Look at these pictures. How does a right-handed writer turn his paper for cursive writing? How should a left-hander turn his paper?

When a right-hander tilts his paper and pulls the stick parts of the letters toward the center of his body, his writing will slant. Can you pick out the stick parts of cursive letters like *l*, *h*, and *n*?

A left-hander should try to pull the "stick" parts of cursive letters toward his left elbow. His cursive writing will then slant like the cursive writing of a right-hander.



INITIAL STROKES

CONTENT AREA

undercurve beginning

down-stroke

overcurve beginning

over-turn

downcurve beginning

After practice on other paper: In the development of these words follow the same steps shown above.

RECORDING AREA

ENDING STROKES

CONTENT AREA

undercurve ending

overcurve ending

check ending

YOUR CONNECTING STROKES

CONTENT AREA

<i>in</i>	<i>undercurve</i> <i>i</i>	<i>it</i>	<i>us</i>
<i>use</i>	<i>u</i>	<i>sit</i>	<i>see</i>
<i>ya</i>	<i>overcurve</i> <i>y</i>	<i>jo</i>	<i>yo</i>
<i>go</i>	<i>g</i>	<i>ga</i>	<i>zoo</i>
<i>in</i>	<i>double curve</i> <i>in</i>	<i>un</i>	<i>an</i>
<i>and</i>	<i>an</i>	<i>can</i>	<i>ice</i>

After practice on other paper: In the development of these words follow the same steps shown above.

RECORDING AREA

YOUR CONNECTING STROKES

CONTENT AREA

ou	check o	ve	wi
out	n	vu	wet
on	compound check o	vo	wo
va	n	was	won
ju	double curve j	je	ji
get	g	yes	zero

After practice on other paper: In your new cursive writing write the words **us**, **in**, **an**, and **on**.

RECORDING AREA

an a n and d d
 can c c dary ny ny
 candy candy

After practice on other paper: On this first line below write each of the letters twice. On the next two lines write the five words.

RECORDING AREA

Point of Emphasis: Five words. Each new word reviews previously learned letters. Ending Strokes.

How are **a** and **d** alike? Does **c** look like **a** in any way? What parts of **n** and **y** are alike? Turn to page 7 to see which initial stroke begins each of these five words. Do you know that some of the ending strokes

are like the beginning strokes? Place a check mark on your well-made beginning and ending strokes. Do your letters end at the middle line?

DEVELOPMENT AREA

a d c n y

Ending Strokes

1 2 3

me me eat t t
 ten m m new w w
 web b b bed d d

After practice on other paper: On these lines write each of the six words two times. Draw a line under your best sample of each word.

RECORDING AREA

DEVELOPMENT AREA

Point of Emphasis: Building vocabulary by starting the next new word with the last letter of the preceding word. Learning five new letters and reviewing two letters.

How are **m** and **n** alike? How are **w** and **b** alike? How are **e** and **t** alike? Practice each of these letters by themselves after you have tried these six words. Now write the words again. Did you improve?

me t m w b d

EXTENDED WORDS

CONTENT AREA

two letters

connecting strokes

three letters

four letters

me

/

met

meat

no

/

not

note

be

-

bee

been

go

/

got

gone

After practice on other paper: On these four spaces write the above words to see how easily you can reduce your writing to third grade size.

RECORDING AREA

Point of Emphasis: Size reduction and the connecting strokes.

DEVELOPMENT AREA

Now you are writing well enough to reduce the size of your writing. These lines are one-half inch apart on the paper used for grade three. The light line shows you how tall to make your minimum letters like a, e, s, and v.

Write these words on third grade paper. What kind of connecting stroke is used between each of the letters? On which joining do you need more practice? Small writing needs more careful attention to each letter.

et ea ot on go at en me ee

ARRANGING WORDS WITH THE SAME BEGINNING STROKES

CONTENT AREA

undercurve

overcurve

downcurve

with
your
game

make
quit
same

down
coax
many

After practice on other paper: Write the undercurves, overcurves and downcurves. Practice these words using the three kinds of curves. Rearrange the words above, so that each beginning stroke falls under the proper heading.

RECORDING AREA

Point of Emphasis: Learning beginning strokes.

Practice these under-curved letters and then some words beginning with each letter. Do the same thing with the over-curved letters and then the down-curved letters.

DEVELOPMENT AREA

Rearrange the words above, so that each beginning stroke falls under the proper heading.

i u w
t r s
e l h

m n x
y z v
mine

a g q
o d c
care

FITTING OUR WRITING TO THE LINE

CONTENT AREA

We write our new way.
We space our words.
We want to write well.

After practice on other paper: In order to show that you understand spacing of letters and words, write the sentences on these lines.

RECORDING AREA

Point of Emphasis: Spacing between words.

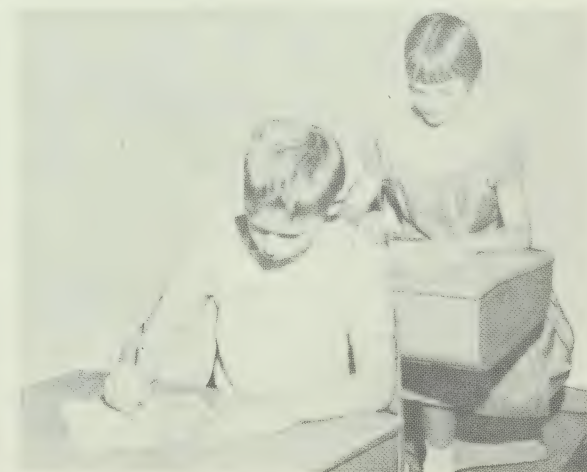
DEVELOPMENT AREA

How many letters are there in each line of writing at the top of this page? Try writing these sentences. See if you can make your writing swing out like the examples.

How much space is there between words? Study the examples below to find the answer.

Make up some short sentences containing from sixteen to twenty letters and try to fill a line of your paper.

know how to



This writing you can see
Is the very best for me.
Jack Allen



After Practice: Write these sentences and sign your name just as Jack did.

RECORDING AREA

Point of Emphasis: Individual help on capital letters for names.

DEVELOPMENT AREA

Many capitals begin like this.

T H K M N W Z U V Y X

A few capitals begin with a loop.

L G L L J Two have a cap. T G

Some capitals are oval-shaped.

O D C A E P B R

Turn to the inside back cover to see how to make the capitals for your name. Practice these letters at the board, then on paper.

One day Olin brought
a cocoon to school. We
kept it all winter. Then
out came a moth.

After practice on other paper: Here is a place for you to show how well you can write. Just write the first sentence and repeat it here.

RECORDING AREA

Point of Emphasis: Capital O, small o, and combinations.

DEVELOPMENT AREA

Talk about cocoons. What experience have you had with them?

How are these letters alike? How are they different? How large is each one? Practice each one by itself.

Practice these o combinations. It will help you to write the words in which there are o combinations. Do you know of any other o combinations? Perhaps there are some in your spelling book. Practice words with o's in them. Now see how well you can write the story about the cocoon.

O O O o o o o
ou oc oo on ot



Animals have ways
to protect themselves.
Many use claws, horns,
teeth, or spines.

After Practice: Make a line of good capital A's. In the next two spaces write the first sentence of the paragraph above.

RECORDING AREA

Point of Emphasis: Capital A, small a, and ways of joining a to other letters.

DEVELOPMENT AREA

Name some animals that are protected in these ways.

How are these letters alike? How large is each one? Why do we stop at the top of A? Which part of a helps us to tell an a from an o? Do you need to practice this part? After you have practiced these a combinations, write the words from the paragraph that have these combinations in them.

stop
slow close slow
A A A A A a a a a a
a l a r a y a n a w a



Carl and Earl helped
with our local street
map. They made it on
a large sheet of paper.

After practice on other paper: Write about Carl and Earl here.

RECORDING AREA

Point of Emphasis: Capital C - E and small c - e.

With what kinds of maps have you helped? Of what use are maps?

Try these combinations and then the words in which they belong before you write the story about
The Helpers.

How are these letters alike? When you practice them, try to make them round-looking. Can you join
each one to the small a in the boys' names? Maybe you need to practice this.

top of letters

DEVELOPMENT AREA

top of loops

small loop

e e l e d e r y e e e t e r c c o c

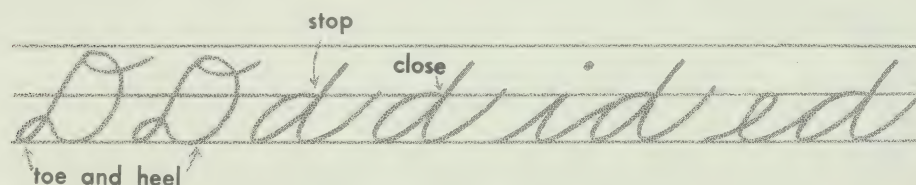
Did you ever see the
 Little Dipper in the sky?
 It helped sailors of long
 ago to tell time.

After practice on other paper: In the space below write part of this story.

RECORDING AREA

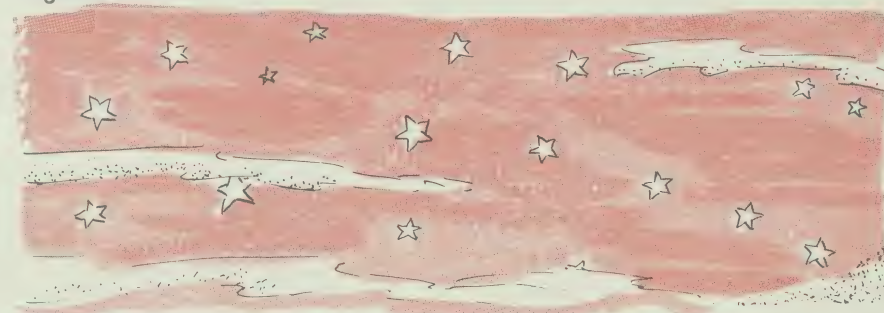
Point of Emphasis: Capital **D** and small **d**.

Get a book from the library and learn more about the little dipper.
 What other capital letter can you see in **D**? Try the letter by itself, so
 that you learn to make the "toe" and "heel" touch the line.



DEVELOPMENT AREA

A good **d** is closed like an **a**. As you practice this letter, try to hit the target each time.



Some trees give us fruit
or nuts. Paper, rubber,
or wood comes from others.
Shade trees keep us cool.

After practice on other paper: In this space write about trees. Put a check mark over your best capital S and small s.

RECORDING AREA

Point of Emphasis: Capital S and small s.

Name some trees which furnish us with these things you are writing about. Ask your teacher to read about the tree that gives us chewing gum.

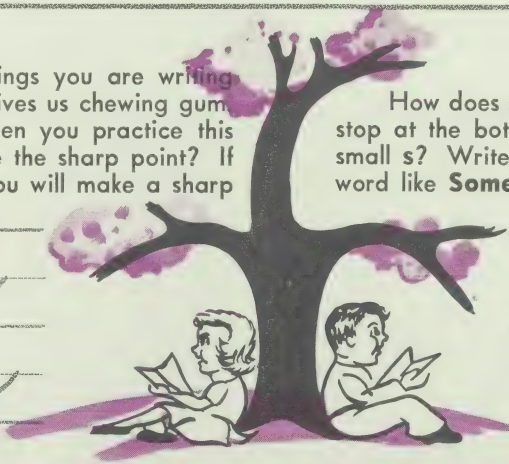
How does S begin? How big is the loop? When you practice this letter, try to make it round at the bottom. Do you see the sharp point? If you will stop the motion of your pencil at that spot, you will make a sharp point too.

How does small s begin? The sharp top is an important part of s. The stop at the bottom is to help you close the letter carefully. How large is small s? Write the words using s. Can you join S to the next letters in a word like **Some** or **Shade**?

DEVELOPMENT AREA

stop
slow
undercurve
stop

S some
s so sh



Shade
rs es us

Grace's mother gave her
25 cents to mail a box. The
postage was 18 cents. How
much change did she get?

After practice on other paper: Write the first two sentences here just as they are written above. In your last sentence tell how much change Grace was given.

RECORDING AREA

DEVELOPMENT AREA

close close close stop stop
g ga go gi on ix G Gv
slow

Point of Emphasis: Capital **G**, small **g**, and **x**.

How does capital **G** look like capital **S**? How are they different? Make a few **G**'s and then compare them with this example. Which part do you need to improve?

Can you join **G** to **r** in **Grace**'s name? Write some other names beginning with **G**. On practice paper now write the paragraph about Grace. What other letter do you see in small **g**? How long is the loop below

the line? Where does the loop cross the down-stroke? Do you see differences in the strokes that join **g** to these other letters? Practice **g** and these combinations. Write words like **gave**, **get**, and **glad**, to show that you know how to join **g** to other letters.

Did you make your **x**'s like the last part of **n**? The arrow shows how to cross the **x**.

Dear Mother,
Today we shall learn
how to write a letter. I hope
I write it well.

Love,
Linda



After practice on other paper: Make six or eight capital L's in this space. Write the words Love and Linda also. Write will, learn, letter, and well, to show that you can make L's with a good strong back.

RECORDING AREA

Point of Emphasis: Arrangement of parts of a friendly letter. Capital L and small l.

DEVELOPMENT AREA

How is the capital letter **L** like **G** and **S**? How is it different? Do you see the way the finish of the capital letter **L** curves below the line? Do not try to join the capital letter **L** to other letters.

The small letter needs a good stiff back. Pull the downstroke to the baseline before you swing up.

L l i l l e l l e

Today Pete is six years old. We shall help with his party. Patty will lead the games.



After Practice: Write about Pete's birthday party here. Did you like the capital P's that you made? Yes. ☐ No. ☐

RECORDING AREA

Point of Emphasis: Capital P and small p.

DEVELOPMENT AREA

Write **Pete** and **Patty**. Did you make your capital letter P's correctly? Where do you need to improve? Make several on your paper and compare yours with this example to see what you need to correct.

How tall are small p's? How far below the line? Do you see the little round part in the letter? Why do we stop at the bottom of this round part? After you have learned to make the letter well, write **party**, **help**, and other words that you can think of that have the letter p in them.



curve P p help play put up
stop stop

1. Be patient - wait your turn.
2. Be polite to the driver.
3. Be careful and talk quietly.
4. Behave as you get off.

After Practice: Write these safety rules here. Underline your best B.

RECORDING AREA

slant lines



Point of Emphasis: Capital B.

Look at these two capital letters. Where are they alike? Make a few capital P's. Now make some capital B's. Did you make nice round turns on B? Is your top turn a little smaller than the bottom one? Can you join capital B to e in Be? If you stop at the point on the boat-finish before you swing to the e, you should be able to join the two letters easily.

DEVELOPMENT AREA



Be Betty Bruce Be

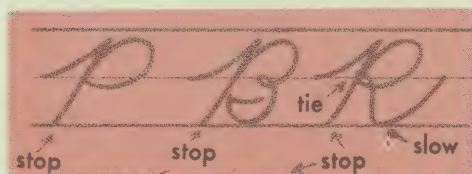
To Room 9,
 See our funny show
 Friday at 2:30 P.M. Come
 for a big laugh.
 Room 12

After practice on other paper: Write the **Round-Up** notice here to show that you have learned to make good capital R's and small r's.

RECORDING AREA

Point of Emphasis: Capital R and small r.

DEVELOPMENT AREA



How is **R** different from the other two letters? Look at the way it ties and finishes. Practice the letter until you can make it easily. Can you join it to **o** in **Room**?

Many people are careless about the way they make **r**. If we are not careful, sometimes it looks like **i** and sometimes like **s**. How tall is it? Do you see the part that looks like a shoulder? Do you see the little retraced part? We call this a tick-stroke. It makes **r** a bit taller than an **a** or an **n**. We make this same kind of stroke on **b**, **v**, and **w**. Practice **r**, watching the tick-stroke, the sloping shoulder, and the pull part. When you have learned to make **r** correctly, practice words like **our**, **for**, and **Friday**, before you write the notice to Room 9.

r r r r r r r r r r r r r r r r
 slow pull slope

This is Thursday. It
is a clear day. We shall
have sunshine today.



After Practice: Write the weather report. Use the words that tell the kind of day it really is at your school.

RECORDING AREA

Point of Emphasis: Capital T and small t.

DEVELOPMENT AREA

Can you write Thursday? Capital T is a little hard to make. Make the stem first, and then add the top. Put the loop of the top above the stem. After you have practiced this letter by itself, write words like **This** and **Thursday**. Compare yours with the examples below. Which part still needs more practice?

How tall is small t? Do you see the strong pull-stroke in the letter? It is also important to make a good undercurve at the beginning of the letter. Compare your practice work with the t's in the example.



1 → 2 → This Thursday
undercurve t to the it time tell
slow slant

A "THANK-YOU" LETTER



Dear Mr. Fox,

Thank you for showing us the new house. We found that it takes many kinds of workers to build a house.

Sincerely,
Fred France

After practice on other paper: Write some of the letter to Mr. Fox.

Do you need more practice on T and F? Yes. ☐ No. ☐

RECORDING AREA

stop stop

Point of Emphasis: Capital F and small f.

DEVELOPMENT AREA

This letter may be made like the example shown here.

If you learned to make a good capital T, you should have no trouble with capital F. Do you know why? Do you see an I in the letter f? Can you find i in it? Where does the lower loop close? How long is this loop? How tall is f?

James and Ivan are
new boys in our room.
They just came to our city.
They told us about the trip.

After practice on other paper: In this space write about James and Ivan. Put a short line under the j if it has a good stiff down-stroke.

RECORDING AREA

slant lines

i j

slow

pull

cross

stop

begin

Point of Emphasis: Capital I and J, small i and j.

DEVELOPMENT AREA

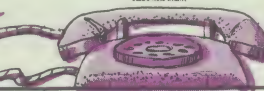
How are i and j alike? Can you explain where to place the dot for each one? How long is the loop of j? Give i and j a good strong pull-stroke as you practice them. Write words like **trip**, **their**, **in**, and **just** to show that you know where to place the dot and how to make a good strong pull-stroke on these letters.

Where do capitals I and J begin? Do you see how all lines of the J cross on the baseline? It makes it look something like a bow knot. Which loop of J is the largest?

What other letters have a boat finish like the capital I? Push the loop of the capital I towards the upper right-hand corner of your paper.

January June July

Mr. Yost told us how to prevent fires. Veronica thanked him for his visit.



After practice on other paper: Discuss what Veronica said to Mr. Yost. After your teacher writes your ideas on the board, write them in this space.

RECORDING AREA

Point of Emphasis: Capitals V and Y, small letter v.

DEVELOPMENT AREA

Mr. Yost visited a third grade class. What do you think he might have told them about preventing fires? Write the words **visit** and **prevent**. Look at your v's in these words. Did you make them like the copy above? Which parts tell us the difference between u and v? What other letter has the same kind of beginning stroke as v? Practice to correct your weak spots in this letter. Work on vi, and ve. How are capitals Y and V alike? How different? Is V wide or narrow? How long is the loop of Y? Write **Veronica** and **Mr. Yost** after you have learned to make good capitals. Then write the report about Mr. Yost's visit.

visit prevent visit prevent

round

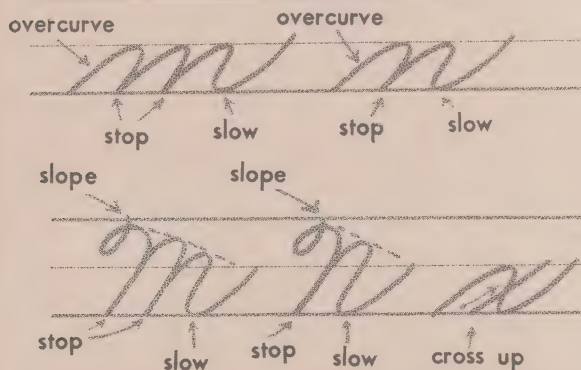
stop

v v
V Y

Not all Indians live the same way. Each tribe has its own customs. Many have now learned a trade.

After practice on other paper: Write the **N** and **n** words in two columns. Write the **M** and **m** words in a third column. Which word will be in both the **m** and **n** columns?

RECORDING AREA



Point of Emphasis: Capitals **M** and **N**, small **m**, **n**, and **x**.

DEVELOPMENT AREA

Do you see how each part of **M** and **N** goes down like steps? Study the "cane" part of these letters. Practice this part until you can pull downward on the loop and can make a smooth, round turn at the top. Slow your pencil motion on the last pull-stroke of **M** and **N**, so that you make it touch the baseline before you swing to the next letter. Write **Not** and **Many**.

In small **m** and **n**, we need to watch those last pull-strokes also. How many pulls does **m** have? How do we get round-tops on **m** and **n**?

The small letter **x** is crossed up. Start the crossing on the baseline and push up through the down-stroke. The first parts of the small **x** and **y** are made the same way.

x an am wn on

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z
E is before F and after D. L comes before R and after
X comes before Y and after W. I is the _____ letter of the alphabet.

After practice on other paper: Write **Queen**, **Queer**, and **X-ray** on one line of this area. On the other lines write the capitals that you need to practice.

RECORDING AREA

Point of Emphasis: Shape of the capitals **Q** and **X** and knowing the order of the letters of the alphabet.

As your teacher calls the name of a letter of the alphabet, write the letter that comes before the letter called, and the one that comes after it in the correct order like **X**, **Y**, and **Z**. The letter called is **Y**. Did you know how to make all of the letters? Did you get them in the correct order?

These two letters are not needed very often, but we do want to know how to make them. Do you see the "cane" beginning? Notice how the cane curves.

What other capital letter swings below the line as **Q** does?

DEVELOPMENT AREA

Q X

Queen Queer X-ray Quick

1. He takes a bath.
2. He uses his own towel.
3. He brushes his teeth.
4. He combs his hair.

After Practice: Put this list of **Henry's Morning Habits** in this space. What are your morning habits?

RECORDING AREA

Point of Emphasis: Capital **H** and small **h** and **b**.

DEVELOPMENT AREA

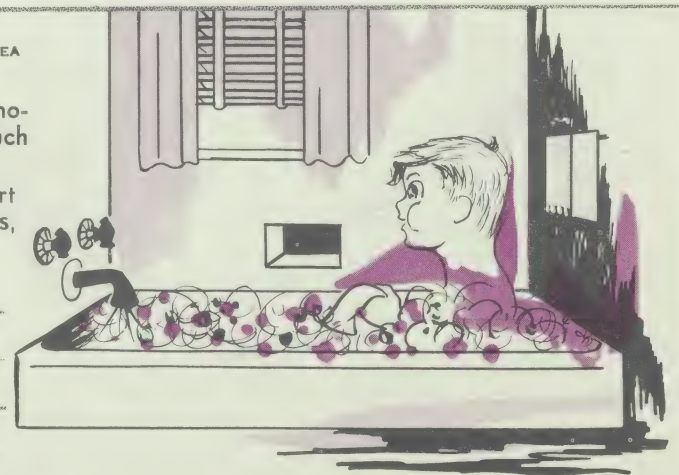
Here is another "cane" letter. Do not put any curve in the bottom of the **H** cane. If you stop the motion of your pencil at the bottom of the second stroke, you will be able to make stroke number three touch or tie around the cane. Practice **H** by itself, and then try to join it to **e** as in **He** above.

Do you see that the small letter **l** is a part of the **h** and **b**? Do you see part of **n** in **h**? Do you see part of **v** in **b**? How high is each part of these letters? Write words using these letters, such as **bath**, **brushes**, and **combs**.

curve

tie

stop





THE ZEBRA

CONTENT AREA

Zebras are the wild horses of Africa. A zebra can run very fast. It is often chased by lions.

After Practice: Write about the zebra here.

RECORDING AREA



Point of Emphasis: Capital Z; small letters y and z.

DEVELOPMENT AREA

Write **Zebra** and **zebra**. In the paragraph above, why is the capital letter **Z** used one place, and a small letter **z** in the other? How do these two letters look alike? How are they different? What other letter starts like capital **Z**? What other letters start like small **z**? How are **y** and **z** alike? Practice some of these letters and words like **zebra**, **very**, and **by**, before you write the paragraph. Can you tell anything more about zebras?

$$\begin{array}{r} 47 \\ + 21 \\ \hline \end{array} \quad \begin{array}{r} 473 \\ + 149 \\ \hline \end{array} \quad \begin{array}{r} 489 \\ - 263 \\ \hline \end{array} \quad \begin{array}{r} 99 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 4 \overline{)36} \end{array}$$

$$8 + 3 = \quad 3 + 5 = \quad 2 + 7 =$$

After Practice: Put the correct answers for each of the above problems in the proper place. In this space write a few of the problems from your today's arithmetic lesson.

RECORDING AREA

Point of Emphasis: Learning to make plain figures.

DEVELOPMENT AREA

How are 1, 4, 7, and 9 alike? Which is the tallest part of 4? Which figures go below the baseline? How are 4 and 6 alike? How does 6 end?

How are 2 and 3 alike? How are 3 and 5 alike? Where does 8 start? The finish of 8 is almost like the finish of g or j.

1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10

1 4 7 9 6 0 2 3 5 8 1 2 3 4 5 6 7 8 9 10

Dictate

1. b w r s

Check for retraces or tick-strokes.

2. f d a p l e t

Check for correct heights.

3. n f i z k g

Check for correct forms.

4. b r i g h o s o d g s

Check for connecting strokes.

5. g a r y j o y p l a y f l a g

Check for slant of lower loops.

6. Dictate Now I can write
all of the letters.

After practice on other paper:

In this area write the letters that you need to improve. Can you explain what is wrong with them?

RECORDING AREA

Point of Emphasis: Self-checking test.

DEVELOPMENT AREA

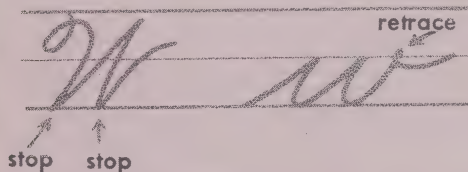
Your teacher will dictate these letters to you. Close your book and write them from memory as she calls them. Now open your books and com-

pare your work with the copy. As you and your classmates discuss the different points, check the letters that you need to improve.

1. Who were they?
2. Where did they live?
3. What did they eat?
4. What was their work?

After Practice: Write a half-line of capital **W**. Write **w** combinations on the rest of the line such as: **we**, **wa**, and **wo**. Answer one of the questions on the next lines of this area.

RECORDING AREA



Point of Emphasis: Capital **W** and small **w**.

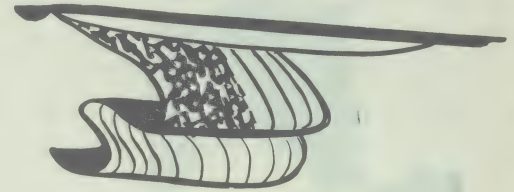
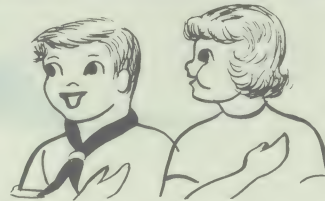
DEVELOPMENT AREA

Can you answer these questions? Write them on a piece of paper, so that you can put them in your notebook. Compare your capital **W** with this example. Did you make the middle part the tallest part? Did you make a good "cane" beginning? Did you put both "feet" of the **W** on the line? Which is the shortest part?

Study your small **w**. Did you make a clear retrace or tick-stroke as a finish? Practice **we**, **wo**, and **wa**. Did you keep the swing from **w** to the other letters at the top of the letters?

we wa wo wi ww wr wh

Our flag is ? years
old. Every time a new
state joins the U.S.A., a
new star is added to our
flag.



After practice on other paper: In this space write about the flag.

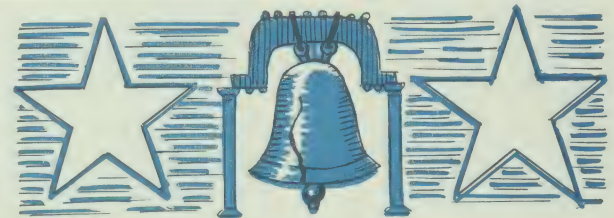
RECORDING AREA

Point of Emphasis: Capital **U** and small **u**.

DEVELOPMENT AREA

How many stars are there in our flag? On practice paper write the paragraph. Now look at your capital **U** to see if you need to learn to make it better.

This letter is almost like capital **Y**, isn't it? Which part is tallest? How is it different from capital **V**? It is important that **u** has two sharp-tops. What strokes make sharp-tops? Write **Our** and **our**.



U u ou ur us bu du tu

stop

slow

We wait our turn to do many things. We talk one at a time. We plan each day and go right to work.

After practice on other paper: In this space rewrite the last two rules to see if you have learned to make better k's.

RECORDING AREA

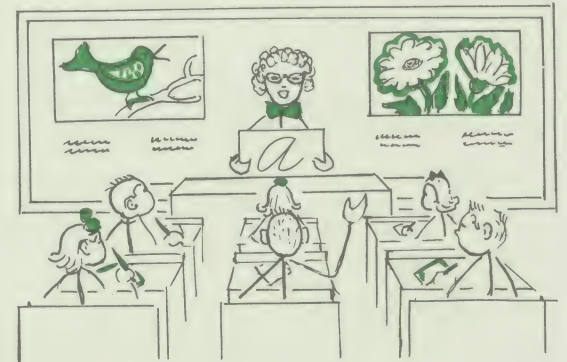
Point of Emphasis: Small k.

DEVELOPMENT AREA

These are some rules made up by another third grade. Do you have rules in your class? Write the rules. Let us look at the k's in the rules you have just written. Do you see the part that looks like h? Does your k have that part? Did you make a small "hook" on your k? Practice, so that you can correct the part that is not well made.

K k h k lk rk

stop stop like h slow



1. make friends,
2. share with others,
3. learn new ways, and
4. do a good job.

After practice on other paper: Make complete sentences using these suggestions and write them here. Are there any o's that look like a's? Yes. ☐ No. ☐
 Are there any a's that look like o's? Yes. ☐ No. ☐

RECORDING AREA

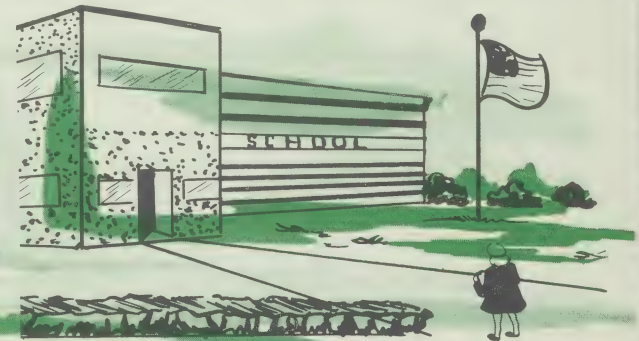
Point of Emphasis: Difference between **a** and **o**.

DEVELOPMENT AREA

Can you tell what makes an **a**? What makes an **o**? Write the parts of sentences above. Now look carefully at each **a** and **o** that you made. Where do you need to make corrections? Practice combinations like **ak, ok, or, ar, at, and ot**.

Can you make a sentence for each of the four parts of sentences written above?

o a o a ok ak or
 at ot ab ob an

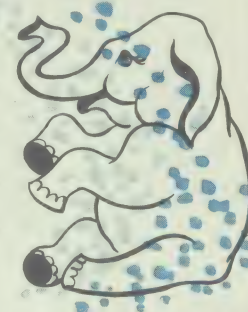




ALPHABET ZOO

CONTENT AREA

a - ape
 b - bear
 c - camel
 d - deer
 e - elephant
 f - fawn
 g - gorilla
 h - hyena



After practice on other paper: In this space write your answers to the questions in the last paragraph at the bottom of this page.

RECORDING AREA

a - ape
 b - bear
 c - camel
 d - deer
 e - elephant
 f - fawn
 g - gorilla
 h - hyena

Point of Emphasis: Review of all small letters for shape and size.

DEVELOPMENT AREA

Do you know your **a b c's**? How many letters are there? On practice paper put each letter on a line by itself. After each letter write the name of an animal or bird that begins with the letter.

When you have finished your **Alphabet Zoo**, look over your work to see if all of your letters are carefully and correctly made. Some letters are one-half of a space high. Which ones are they? Which letters go below the baseline?



Sun.	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.
28	29	30	31	1	2	3
4	5	6	7	8	9	10



DAYS OF THE WEEK

CONTENT AREA

Sunday Thursday
Monday Friday
Tuesday Saturday
Wednesday

After Practice: Write the days of the week here. Fill the last line with a few samples of the capital letter that you find hard to make.

RECORDING AREA

Sunday Thursday
Monday Friday
Tuesday Saturday
Wednesday none
none

Point of Emphasis: Learning to write the days of the week.

DEVELOPMENT AREA

Everyone needs to know how to write the days of the week. With what kind of letter does each one start? You should know how to make the needed capitals and lower-case letters for these words. Practice any that are still hard for you to make.

As you work, be sure that you are keeping your paper turned the correct way. Turn to the position page to check your paper position.

~~the~~ ~~ten~~ ~~th~~ group

TAKING A CLASS TRIP

CONTENT AREA

1. We stay with our group.
2. We obey our leaders.
3. We are always polite.
4. We thank our leader.

After practice on other paper: In this space write these points about class trips. Put a little line under every **r** that you have made correctly.

RECORDING AREA

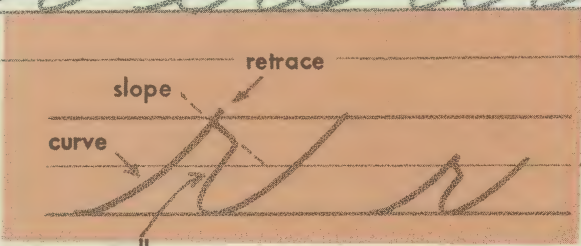
We ~~the~~ stay with ~~or~~ our group.
We obey ~~our~~ our leader.
We are alway polite.
We thank our leader.

Point of Emphasis: Additional study of the small r.

DEVELOPMENT AREA

This giant-sized letter has been written at the bottom of this page, so that you can see just how this letter should be made. It is good practice to make some large samples for yourself. Study the examples before you start to practice.

our gr ers are wr br ro
R r R R R r r



Henry is quick.
 Jim is quicker.
 Joe is the quickest.



After practice on other paper: Write about Henry, Jim, and Joe. Put a short line under the best i's and e's of your work.

RECORDING AREA

Point of Emphasis: Small letter **q**; difference between **i** and **e**.

DEVELOPMENT AREA

We can change words by adding different endings to them. Write **quick**; then change it two ways. First add **er** and then write it again and add **est**. Do you know what we are saying about Henry, Jim, and Joe?

Look at your **q** and compare it with this example. What letters do you see in it? In these sentences are several **i**'s and **e**'s. How do you tell an **i** from an **e**? As you write these sentences, be sure that this difference shows in your **i**'s and **e**'s.

i e

quick quicker
 quickest q q q tie pie

Make us thankful for
our food.
Help us always to be good.

After practice on other paper: In this space write this verse, or one of your own choosing.

RECORDING AREA

Point of Emphasis: Arranging verse and spacing between words.

DEVELOPMENT AREA

Do you know how to arrange poetry on your paper? Look at the example above and see what may be done with the extra words of a line of poetry that is too long for a line of your paper. Extra words that make a line too long for the paper may be indented or may be set even with the first word of the first line. If indented, these indentations must be kept straight down the page.

How is your spacing between words? Study the examples below to see if you are keeping uniform spacing.

thankful for our



Kind hearts are the gardens;
 Kind thoughts are the roots;
 Kind words are the blossoms;
 Kind deeds are the fruits.

Author unknown

After practice on other paper: In these spaces write as much of this poem as you have room to write. If you cannot put all of the words of a line of the poem on one line of your paper, look at the poem on the preceding page to see what to do with the extra words.

RECORDING AREA

DEVELOPMENT AREA

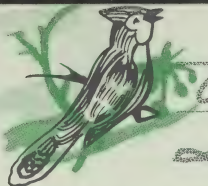
Point of Emphasis: Capital **K** and arrangement of poetry.

Before we write this lovely poem, we may need to learn to make a good capital **K**. How does the letter begin? Keep the bottom of the "cane" stiff and stop at the baseline. The second part must tie to the "cane." Practice the letter by itself, then write **Kind**. Can you join **K** to **i**? Do you know some boys and girls whose names begin with capital **K**?

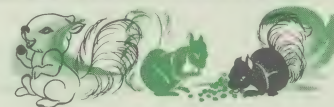


K Kathy Kenneth Karen

stop slow



Quite often the blue jay
and the squirrel quarrel.
The blue jay chases the
squirrel by pecking him
with his beak.



After practice on other paper: Write the paragraph in this space.

RECORDING AREA

Point of Emphasis: The small letter q and the difference between i and e.

DEVELOPMENT AREA

We can write the word we.
Quite 2 q qu squirrel q

HELPING THE MAIL CARRIER

CONTENT AREA

Fred Fuller
64 Sixth Avenue
Phoenix, Arizona

Return address



Address

Mr. Frank Fox
263 Main Street
Phoenix
Arizona

After Practice: Cut a piece of paper the size of an envelope. Address this make-believe envelope to someone you know. Paste it in this space.

RECORDING AREA

Point of Emphasis: Addressing envelopes; small letter x.

This sample envelope shows you how the men at the post office like us to address our letters. Why did Fred put his name in the upper left-hand corner?

Did you make your **x**'s like the last part of **n**? The arrow shows how to cross **x**.

DEVELOPMENT AREA

W. R. R.

My name stands for
me. I want to write it
well.

After practice on other paper: Write the two sentences here just as they are written above. Sign your own name.

RECORDING AREA

Point of Emphasis: Measuring handwriting. By the end of the third grade you should be able to write this sentence in about one minute.

DEVELOPMENT AREA

Ask your teacher to allow you three minutes by her watch. In that time write as much as you can the best that you can. Compare this sample with some of your writing which you did near the beginning of the year. Have you improved? How?

Pioneers helped each other.
When the work was done,
they had dances and races.

This was written by a third grade girl. Can you write as well as she did?

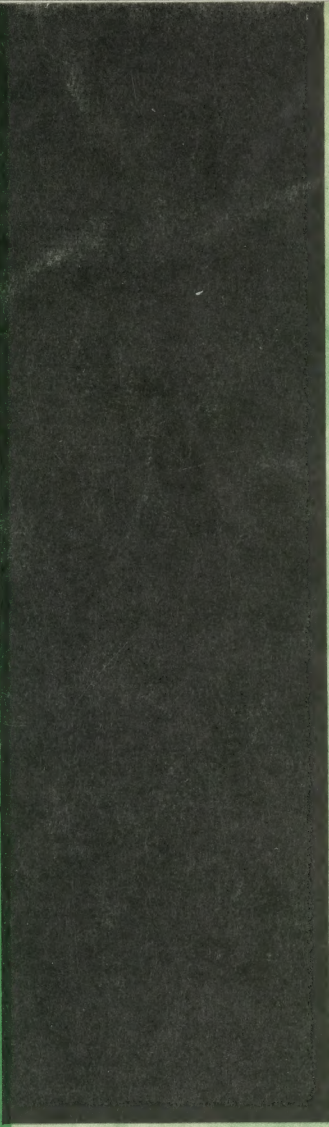
CURSIVE ALPHABET

Aa Bb Cc Dd Ee Ff
 Gg Hh Ii Jj Kk Ll
 Mm Nn Oo Pp Qq Rr
 Ss Tt Uu Vv Ww Xx
 Yy Zz 1 2 3 4 5 6 7 8 9 10

MANUSCRIPT ALPHABET

A B C D E F G H I J K L M N O P Q R
 S T U V W X Y Z a b c d e f g h i j k l m
 n o p q r s t u v w x y z 1 2 3 4 5 6 7 8 9 10

W
a
m
o
r
e
3 T



NAME

